

About The New England Common Assessment Program

This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2010 Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2009-2010

School Results

School: Carl J Lamb School

District: Sanford School Department

Code: 1148-1385



Fall 2010 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2009-2010

Grade Level Summary Report

School: Carl J Lamb School
District: Sanford School Department
State: Maine
Code: 1148-1385

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

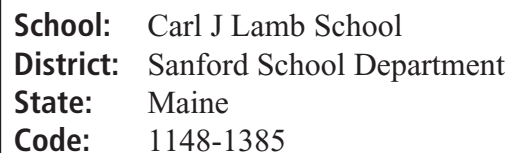
NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				57	4	7	37	65	10	18	6	11	745	202	5	58	27	9	744	14,013	11	55	24	10	745
MATH				57	13	23	24	42	10	18	10	18	744	202	14	49	21	15	742	14,044	16	42	21	20	742
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

Subtopic	Total Possible Points	Percent of Total Possible Points										
		0	10	20	30	40	50	60	70	80	90	100
Word ID/Vocabulary	25											
Type of Text												
Literary	56											
Informational	49											
Level of Comprehension												
Initial Understanding	42											
Analysis & Interpretation	63											



Fall 2010 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2009-2010

Disaggregated Reading Results

School: Carl J Lamb School
District: Sanford School Department
State: Maine
Code: 1148-1385

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				57	4	7	37	65	10	18	6	11	745	202	5	58	27	9	744	14,013	11	55	24	10	745
Gender																									
Male				20	0	0	8	40	8	40	4	20	737	96	1	49	38	13	740	7,088	6	53	28	13	742
Female				37	4	11	29	78	2	5	2	5	749	106	9	67	18	6	747	6,924	15	58	20	7	747
Not Reported				0										0						1					
Race/Ethnicity																									
Hispanic or Latino				1										2						195	7	46	36	11	741
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										3						157	10	51	22	17	743
Asian				0										5						180	18	46	27	9	746
Black or African American				1										2						341	3	39	32	26	737
Native Hawaiian or Pacific Islander				0										0						7					
White				54	4	7	36	67	10	19	4	7	746	190	6	57	28	8	744	13,031	11	56	24	9	745
Two or more races				0										0						101	4	54	28	14	742
No Race/Ethnicity Reported				0										0						1					
LEP Status																									
Current LEP student				0										6						316	1	31	36	32	734
Former LEP student - monitoring year 1				0										0						25	16	80	4	0	753
Former LEP student - monitoring year 2				0										0						12	42	58	0	0	758
All Other Students				57	4	7	37	65	10	18	6	11	745	196	6	58	27	9	744	13,660	11	56	24	9	745
IEP																									
Students with an IEP				14	0	0	4	29	5	36	5	36	733	43	0	14	58	28	732	2,139	<1	20	41	39	732
All Other Students				43	4	9	33	77	5	12	1	2	749	159	7	70	19	4	747	11,874	12	62	21	5	747
SES																									
Economically Disadvantaged Students				28	1	4	14	50	8	29	5	18	740	115	5	46	35	14	741	6,016	4	47	32	16	740
All Other Students				29	3	10	23	79	2	7	1	3	750	87	6	75	17	2	747	7,997	15	62	18	5	748
Migrant																									
Migrant Students				0										0						6					
All Other Students				57	4	7	37	65	10	18	6	11	745	202	5	58	27	9	744	14,007	11	56	24	10	745
Title I																									
Students Receiving Title I Services				1										13	0	38	46	15	737	1,438	4	39	42	15	739
All Other Students				56	4	7	37	66	9	16	6	11	745	189	6	60	26	8	744	12,575	11	57	22	9	745
504 Plan																									
Students with a 504 Plan				2										4						309	7	56	28	8	743
All Other Students				55	4	7	36	65	9	16	6	11	745	198	6	59	27	9	744	13,704	11	55	24	10	745

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2009-2010

Mathematics Results

School: Carl J Lamb School
 District: Sanford School Department
 State: Maine
 Code: 1148-1385

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

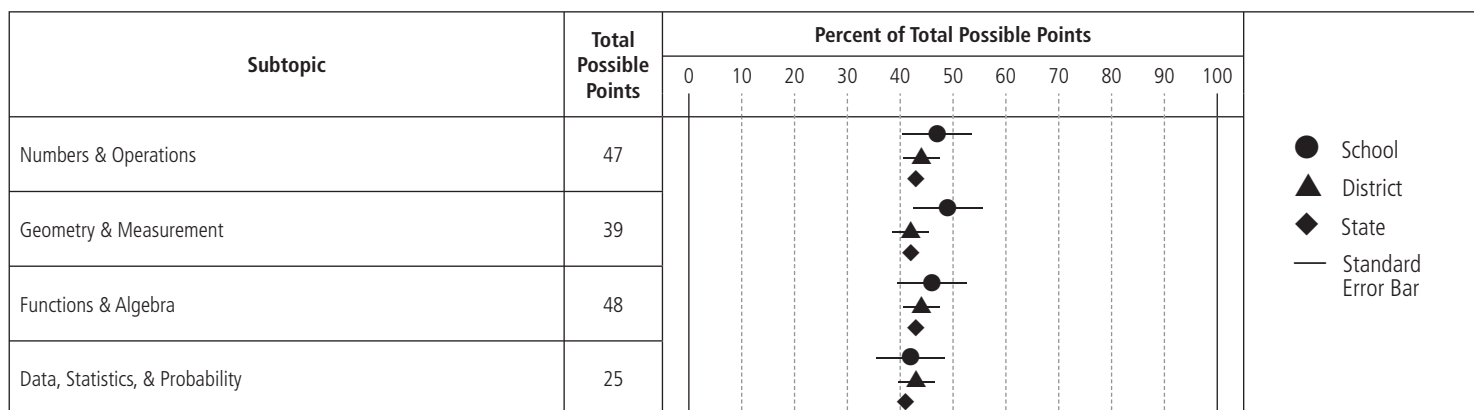
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total				58 57	9 13	16 23	26 24	45 42	10 10	17 18	13 10	22 18	741 744
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total				196 202	27 29	14 14	85 99	43 49	38 43	19 21	46 31	23 15	741 742
STATE 2008-09 2009-10 2010-11 Cumulative Total				14,039 14,044	2,603 2,310	19 16	5,725 5,892	41 42	2,822 2,990	20 21	2,889 2,852	21 20	742 742





Fall 2010 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2009-2010

Disaggregated Mathematics Results

School: Carl J Lamb School
District: Sanford School Department
State: Maine
Code: 1148-1385

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				57	13	23	24	42	10	18	10	18	744	202	14	49	21	15	742	14,044	16	42	21	20	742
Gender																									
Male				20	3	15	6	30	3	15	8	40	739	96	10	49	19	22	741	7,111	17	41	21	21	742
Female				37	10	27	18	49	7	19	2	5	746	106	18	49	24	9	744	6,932	16	43	22	20	742
Not Reported				0										0						1					
Race/Ethnicity																									
Hispanic or Latino				1										2						202	10	35	24	32	738
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										3						157	16	35	23	26	740
Asian				0										5						186	18	45	19	18	743
Black or African American				1										2						364	6	22	23	49	733
Native Hawaiian or Pacific Islander				0										0						7					
White				54	12	22	24	44	9	17	9	17	744	190	15	48	22	15	742	13,026	17	43	21	19	742
Two or more races				0										0						101	14	35	18	34	739
No Race/Ethnicity Reported				0										0						1					
LEP Status																									
Current LEP student				0										6						361	3	25	20	52	733
Former LEP student - monitoring year 1				0										0						25	36	36	16	12	747
Former LEP student - monitoring year 2				0										0						12	25	67	8	0	748
All Other Students				57	13	23	24	42	10	18	10	18	744	196	15	48	22	15	742	13,646	17	42	21	20	742
IEP																									
Students with an IEP				14	0	0	0	0	4	29	10	71	730	43	2	14	26	58	731	2,129	2	16	23	59	731
All Other Students				43	13	30	24	56	6	14	0	0	748	159	18	58	20	4	745	11,915	19	47	21	13	744
SES																									
Economically Disadvantaged Students				28	3	11	12	43	5	18	8	29	739	115	7	46	25	22	739	6,044	8	36	26	31	738
All Other Students				29	10	34	12	41	5	17	2	7	748	87	24	53	16	7	746	8,000	23	47	18	12	745
Migrant																									
Migrant Students				0										0						6					
All Other Students				57	13	23	24	42	10	18	10	18	744	202	14	49	21	15	742	14,038	16	42	21	20	742
Title I																									
Students Receiving Title I Services				1										13	0	54	31	15	739	1,455	5	29	32	35	737
All Other Students				56	13	23	23	41	10	18	10	18	743	189	15	49	21	15	742	12,589	18	43	20	19	742
504 Plan																									
Students with a 504 Plan				2										4						309	12	46	22	21	741
All Other Students				55	13	24	22	40	10	18	10	18	743	198	15	48	22	16	742	13,735	17	42	21	20	742

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